

# Rockmount Primary School

## Inspection report

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<b>Unique Reference Number</b>	101783
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	335786
<b>Inspection dates</b>	26–27 May 2010
<b>Reporting inspector</b>	Ken Bryan

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	438
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Rob Berkeley
<b>Headteacher</b>	Elizabeth Mazzola
<b>Date of previous school inspection</b>	2 July 2007
<b>School address</b>	Chevening Road London SE19 3ST
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## Introduction

This inspection was carried out by four additional inspectors. They visited 24 lessons, observing 16 teachers. Meetings were held with the headteacher, other senior leaders, some governors, members of staff and groups of pupils, and informal discussions were conducted with some parents. Inspectors observed the school's work, including the systems for assessing and monitoring pupils' progress, the work pupils had produced in their books and teachers' planning and marking. Inspectors took account of separate questionnaires completed by 132 parents and carers, nine staff and 80 older pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rates of progress and levels of attainment across key stages and from entry to the school
- the impact of initiatives and strategies for improving pupils' attainment and accelerating progress in Key Stage 1 and for higher-attaining pupils across the school
- the effectiveness of the senior leadership team and middle leaders in monitoring and evaluating the quality of provision and its impact upon pupils' achievement, especially in Key Stage 1
- the impact of the school's strategies to promote community cohesion through the use of links beyond the school.

## Information about the school

Rockmount is a larger-than-average-size primary school. The proportion of pupils from minority ethnic backgrounds is very high. The largest groups of pupils are those from Black African and Black Caribbean backgrounds. A small minority of pupils are at the early stages of learning English. The proportion of pupils who are known to be eligible for free school meals is well above average. The percentage of pupils who have special educational needs and/or disabilities is well above that found nationally, and predominantly they have moderate learning difficulties. The proportion of pupils who enter and leave the school at other than the normal times is higher than average.

The school has National Healthy School status, an Inclusion Quality Mark, an Investors in People Award and an Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Rockmount Primary is a good school where pupils thrive and work together as part of a very cohesive and harmonious community. One enthusiastic parent commented that 'all of the teachers and staff, and especially the headteacher, have been approachable and friendly and I feel very lucky to live so close to a great school'. The overwhelming majority of parents and carers think highly of their school and value the leadership provided by the headteacher and her senior leadership team. This has ensured that the momentum of improvement is being sustained across most aspects of the school's work. Clear evidence of this is seen in significant improvements in the quality of teaching and the rising levels of achievement for all groups of pupils. Another parent's comment, that 'my child has made amazing progress in a short time; he can read fluently and write and spell well' exemplifies the school's commitment to accelerating the progress of every child. Pupils' enjoyment of school is evident in their exemplary behaviour and in their good social, moral, spiritual and cultural development. However, their knowledge of the diversity of communities within the United Kingdom is limited.

Children start school in the Nursery with levels of skill well below those expected for their age. As a result of good provision overall, they develop into curious and independent learners. However, the pace of progress is not maintained into Key Stage 1 because of the absence of effective transition arrangements into Year 1; pupils' attainment in English at Key Stage 1 has been just below average in recent years. The swift action taken by the school's leadership to implement a phonics literacy programme is already bearing fruit. The attainment of current Year 6 pupils is broadly in line with national expectations in English, mathematics and science. This represents good achievement from their starting points, and outstanding progress for some pupils. Senior leaders astutely monitor pupils' progress and any underachievement is promptly addressed. Pupils who join the school at times other than normal are well supported and many catch up the lost ground. Pupils with special educational needs and/or disabilities make good progress because their varied needs are very effectively met by teachers and the able team of teaching assistants.

Pupils' attendance is average overall and the school has worked hard to reduce the number of persistent absentees by challenging the small number of parents who are hard to reach and celebrating good attendance. Class teachers have a secure knowledge of the progress of each pupil but do not always use assessment to support learning. The curriculum exposes pupils to a wide range of stimulating learning opportunities. It is enhanced further by an impressive range of extra-curricular activities, including sport and music, which are particular strengths. The school's physical and emotional care of pupils is exemplary and lies at the heart of all the school does.

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The very-well-respected headteacher, ably supported by her senior team, has injected energy into school-wide initiatives for school improvement and has increased the momentum to raise the quality of teaching and enhance pupils' achievement. Rigorous and systematic strategies to evaluate the school's work have the full support of a very reflective and collaborative staff and this reinforces the school's good capacity for sustained improvement.

**What does the school need to do to improve further?**

- Raise attainment in Key Stage 1 by ensuring that the learning environment in Year 1 is better adapted to meet the needs of all pupils.
- Improve the teachers' use of assessment to aid learning by:
  - consistently setting targets with pupils so that they know exactly what to do to improve their work
  - increasing opportunities for pupils to assess their own work and that of their peers so that they understand what they have achieved
  - improve the quality of teachers' marking and feedback by sharing best practice across the school.
- Extend the strategy for community cohesion by creating more opportunities for pupils to appreciate and value people from a wide variety of backgrounds and communities within the United Kingdom.

**Outcomes for individuals and groups of pupils****2**

Rates of progress for all pupils, including those with special educational needs and/or disabilities, have been consistently good. There is little variation in the progress made by different groups of pupils, including higher-attaining pupils, and the progress of pupils for whom English is an additional language is often good and sometimes outstanding. Some pupils' progress in mathematics is outstanding.

Pupils know that they are extremely safe in school and they are very confident and knowledgeable about adopting healthy lifestyles. Inspection evidence clearly demonstrates that the behaviour and attitudes of most pupils are exemplary. Bullying is rare and pupils report unequivocally that the school deals promptly and effectively with any incidents. The pupils make a good contribution to the wider community with, for example, their work with local charities and the elderly. Throughout the school, all pupils are proud to contribute to the smooth running of each classroom and school councillors effectively support the school's leadership team. Pupils are confident about expressing their views. Although pupils' basic skills in literacy, numeracy and information and communication technology are improving, their only average attendance limits the extent to which they are prepared for their future adult lives.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Excellent relationships between pupils and adults boost the impact of the good or outstanding teaching that now takes place in most lessons. Most teachers have good subject knowledge and their planning is detailed so that the needs of pupils, whatever their level of ability, are effectively met. Assessment is used well in many lessons to ensure that activities are engaging so that pupils are motivated, challenged and eager to learn more. In a small proportion of lessons, however, pupils' progress is slower because feedback is not detailed enough to enable them to understand the next steps in their learning. Pupils are set appropriate targets but these are not always regularly checked and opportunities for pupils to assess their own work and that of their peers is limited in some lessons.

The good curriculum contributes well to pupils' good achievement and personal development. Particular strengths are in the provision of a vibrant music curriculum and extensive sporting activities, both supported by talented specialist teachers. Central to the school's curriculum is provision for personal and social development. Theme days such as Citizenship Day and Green Day have a direct impact upon their excellent attitudes and behaviour

Those with special educational needs and/or disabilities and those considered vulnerable are provided with sensitive support so that they achieve as well as their peers. Provision to ensure the physical and emotional well-being of the pupils is given a high priority and

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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is excellent. Induction support for children who join the Early Years Foundation Stage is a strength, as are transition arrangements for transfer to secondary school. However, more needs to be done to ensure the smooth transition into Key Stage 1, which includes the improvement of the Year 1 learning environment.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher and her very effective senior and middle leaders set high expectations and the staff are very collaborative and reflective. Teachers are rightly proud of recent improvements in pupils' outcomes, and staff training is targeted very effectively to ensure that improving learning is central to the school's actions. Governors are well informed and know the school's strengths and weaknesses. The promotion of equal opportunities lies at the heart of the school's actions and its Inclusion Quality Mark is testimony to the school's commitment to inclusion and the celebration of its extremely diverse community. Staff are fully aware of the groups of pupils who may be subject to discrimination while very effective support ensures that all pupils do equally well. Links with community partners and relationships with parents and carers are excellent. A striking example of this is the school's on-going work with Somali, Portuguese and Polish mothers to foster positive relationships and encourage their engagement. In addition, procedures to protect and safeguard pupils are extremely comprehensive, and there is a high level of awareness amongst all staff and governors.

All stakeholders are regularly consulted. The school has undertaken a careful analysis of the needs of its community and has accurately tuned its provision to promote community cohesion effectively. Consequently, pupils have a good understanding of other world cultures and the diversity of their own learning community. However, the school has not developed effective links with other contrasting communities within the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children achieve well in the Early Years Foundation Stage. They make good progress from very low starting points because the school swiftly assesses their needs and initiates specific support to accelerate their learning. Children are eager to settle, thoroughly enjoy their learning and persevere with tasks. They get on well together, learn to share resources and thrive during role-play activities. Children observed were absorbed by taking orders in the shop and the cafe as they practised their emergent skills in writing. Later, they responded well to the re-telling of a West African folk tale which reflected the ethnically diverse nature of the groups

Planning and assessment procedures are consistently good across the Nursery and Reception classes so that there is a good balance between adult-initiated and child-led learning. The range of indoor and outdoor learning in the Nursery is good and the outdoor facilities in Reception are now being developed to ensure that the children's physical and creative needs are met. The assistant headteacher responsible for the Early Years Foundation Stage maintains a high profile and monitors provision effectively. She tracks children's progress carefully and successfully establishes good links with parents and carers. Adults are deployed very well to support children's welfare. Safeguarding procedures are robust and all parents, staff and children have developed excellent relationships

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

The responses of the overwhelming majority of those who returned questionnaires were extremely positive about their child's overall experience at school. Inspectors found that parents and carers are welcomed into the school and considerable efforts are made to involve them in their children's education, for example through learning workshops and support with language acquisition within this diverse learning community. Inspection findings support the substantial number of positive responses and typical comments from parents and carers included, 'My daughter loves the school. The teachers are really caring and supportive and she is thriving in all areas. I feel proud and privileged to be part of Rockmount'.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rockmount Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 132 completed questionnaires by the end of the on-site inspection. In total, there are 438 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	77	30	23	0	0	0	0
The school keeps my child safe	88	67	43	33	0	0	0	0
The school informs me about my child's progress	65	49	64	49	2	2	0	0
My child is making enough progress at this school	70	53	58	44	2	2	0	0
The teaching is good at this school	81	62	49	37	0	0	0	0
The school helps me to support my child's learning	72	55	55	42	2	2	0	0
The school helps my child to have a healthy lifestyle	60	46	68	52	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	38	68	52	0	0	0	0
The school meets my child's particular needs	58	44	61	46	2	2	0	0
The school deals effectively with unacceptable behaviour	62	47	64	49	3	2	0	0
The school takes account of my suggestions and concerns	57	43	67	51	3	2	0	0
The school is led and managed effectively	74	56	55	42	1	1	0	0
Overall, I am happy with my child's experience at this school	87	66	43	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 May 2010

Dear Pupils

Inspection of Rockmount Primary School, Upper Norwood SE19 3ST

Thank you for giving us such a warm and caring welcome to your school and for helping us during the inspection. We found that you are getting a good education. You are clearly very happy and you are very well supported by your teachers and other adults in the school. Here are some of the many strong features we found.

- The teachers plan and provide interesting lessons that enable most of you to enjoy learning and do as well as pupils in other schools.
- Your behaviour and attitudes are excellent and you support one another extremely well.
- You clearly enjoy the wide range of clubs, school visits and other activities provided by the school
- All adults in the school take extremely good care of you.
- It is very clear that you know how to be safe, eat healthily and lead healthy lives. The school runs very smoothly. We are very much impressed by the colourful displays around the school demonstrating your sense of pride and obvious enjoyment. You are very lucky to have such a lovely, well-organised school. The headteacher, her staff and the governors clearly know how well the school is doing and what is needed to make things even better. We have asked them to:
  - improve the learning of those of you in Years 1 and 2 by making your classrooms as good as those in Reception
  - improve the teachers' marking and advice to you so that you will always know what you have to do to improve your work
  - give you more opportunities to learn about other communities in the United Kingdom.

You can help make this happen by continuing to care and work hard.

Yours sincerely

Ken Bryan

Lead Inspector

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